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ABSTRACT

This paper examines ways to measure the effectiveness of McKinney-Vento Homeless Education Programs. It is the result of a work group that developed standards and indicators of quality, that identified data-collection tools and strategies to determine the extent to which the programs are meeting the standards and indicators, and that created technical-assistance tools to help local coordinators evaluate their programs. The work group established five standards and indicators of quality. Standard 1, which addresses the need for immediate school enrollment, arose from the realization that youth experiencing homelessness are often denied enrollment. Standard 2 states that children and youth experiencing homelessness must have stability in school, which arises from continuity and school success. The third standard requires homeless children and youth to receive specialized services when eligible, whereas standard 4 addresses the need for parents and guardians to participate meaningfully in their charges' education. The fifth standard focuses on the importance of academic achievement as such achievement is related to economic well-being. It states the need for children and youth in grades 3-12 to meet their states' academic standards. Appendices include definitions, standards and indicators, and evaluation tools. (RJM)

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McKinney-Vento Homeless Education

Draft of Proposed Standards and Indicators
Of Quality McKinney-Vento Programs

Developed by a Work Group
Convened by the National Center for Homeless Education
At SERVE

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March 2002

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Standards and Indicators of Quality McKinney-Vento Programs

Produced by

The Regional Educational Laboratory at SERVE
Associated with the School of Education
University of North Carolina at Greensboro

www.serve.org

Edited by
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National Center for Homeless Education at SERVE

Funded by the U.S. Department of Education, Office of Elementary and Secondary Education (OESE), the National Center for Homeless Education was established at SERVE to provide critical information to those who seek to remove barriers to education and to improve educational opportunities and outcomes for children and youth experiencing homelessness.

The goals of the National Center for Homeless Education are to:

- ?? **Collect and disseminate important resource and referral information related to the complex issues surrounding the education of children and youth**
- ?? **Provide rapid-response referral information**
- ?? **Foster collaboration among various organizations with interests in addressing the education of children and youth who are homeless**
- ?? **Synthesize and apply existing research and guide the research agenda to expand the knowledge base on the education of**

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Foreword

Are local McKinney-Vento programs making a difference? The National Center for Homeless Education (NCHE) and the Evaluation Program at SERVE convened a work group during the summer of 2001 to

- develop standards and indicators of quality McKinney-Vento programs,
- identify data collection tools and strategies to determine the extent to which McKinney-Vento programs are meeting the standards and indicators, and
- create technical assistance tools to help local coordinators evaluate their programs.

Work group members included state coordinators, local coordinators, representatives of national organizations, and program evaluation specialists. Also participating in the group was Dr. Joe Johnson, director of Compensatory Education Programs. The group met four times over the summer in Greensboro, North Carolina.

Dr. Johnson set the charge for the group by saying, "If we are achieving something, we need to gauge our progress. We must care about the extent to which we are making a difference. Although many good programs exist, what is lacking is an emphasis on using data to see if we are making a difference. We must construct tools to ensure that we make continuous progress in serving children and youth in homeless situations." Dr. Johnson's vision extends beyond local program evaluation: "As we improve these tools, we will be closer to achieving a national consensus on data elements for McKinney programs. These tools will help improve the shape of the federal program as well as local programs."

In addition, collecting and using data provide the foundation for the U.S. Department of Education initiative "No Child Left Behind." The pillars of the initiative are:

- Accountability—collecting data that show results for all students
- Local control and flexibility—designing programs based on documented needs of students
- Parental choice—involving parents meaningfully in their children's education
- Doing what works—using strategies based on data supporting program effectiveness

SERVE Evaluation Program staff led the group through a process to develop standards and indicators descriptive of effective programs and practices that are associated with increased school enrollment, attendance, and achievement of children and youth experiencing homelessness. Subsequently the group identified tools and methods for collecting data that gauge progress toward the standards.

The next step for the project is to pilot a process in which a limited number of school districts with homeless education programs collect data related to the standards and indicators. Results of the pilot will guide the work group to refine the data collection process and instruments. The goal of the project is to have every school district adopt the standards and indicators, collect data, and use the results for program improvement. Collective data from the local programs will provide state departments of education and the U.S. Department of Education state and national pictures of what is and is not working in McKinney-Vento programs.

In the meantime, program coordinators will find the indicators useful guides to use to shape their programs. The indicators reflect the goals and intents of the 2002 reauthorized McKinney-Vento Legislation. Coordinators may wish to assess what data they are currently collecting and determine the utility of the data in showing how well their program measures up to the indicators.

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Standards and Indicators of Quality

Effective education programs for children and youth experiencing homelessness are essential to the closure of the achievement gap. While many programs exist, the effectiveness of these programs cannot be determined without appropriate evaluations. The results of a well-developed, well-implemented evaluation plan provide program personnel information supporting adequate program progress and/or information suggesting program modifications.

An appropriate evaluation plan compares the program of interest to a set of standards and indicators characteristic of high quality programs for children and youth experiencing homelessness. Standards express general characteristics of high quality programs while indicators are subunits of the standards and describe more specific aspects of the programs. Reflecting the McKinney-Vento legislation, five standards and their associated indicators were developed to enable local program personnel to evaluate their programs with the results leading to effective programmatic decisions.

Standard 1 addresses the need for immediate school enrollment. Children and youth experiencing homelessness are often denied enrollment or are enrolled but not allowed to attend school until certain requirements are met. Research shows that gaps in attendance are linked to poor academic performance; children cannot learn if they are not in school.

Standard 2 states that children and youth experiencing homelessness must have stability in school. School stability and continuity in school enrollment are associated with school success including achievement promotion and graduation.

The assumption that specialized services increase academic achievement underlies **Standard 3**. This standard requires children and youth experiencing homelessness to receive specialized services when eligible.

Standard 4 addresses the need for parent involvement. Parents or persons acting as parents of children and youth experiencing homelessness must be encouraged to participate meaningfully in their children's education. "There are many reasons to create such partnerships for developing school, family, and community partnerships. The main reason to create such partnership is to help all youngsters success in school and in later life" (Joyce Epstein of John Hopkins University).

Finally, **Standard 5** focuses on the importance of academic achievement as such achievement is related to economic well-being. The standard states the need for children and youth in grades 3-12 to meet their states' academic standards.

Standards and Indicators of Quality for the Evaluation of Programs for Children and Youth Experiencing Homelessness

Standards and Indicators		*Possible Data Sources*	*Related Best Practices*
Standard 1.	Within one full day of an attempt to enroll in a school, children and youth experiencing homelessness are in attendance.	Records of local homeless liaison School enrollment records District enrollment records State records of contacts from families requesting enrollment or attempting enrollment	Adherence to systematic identification and enrollment procedure Dissemination of information about rights to education Activities related to removal of the following barriers to enrollment: guardianship, immunization, transfers of records, residency requirements Knowledge of current laws and regulations Positive collaborations between local coordinator and shelter staff and between coordinator and school staff Maintenance of client confidentiality of records in accordance with Family Education and Right to Privacy Act (FERPA)
Standard 2.	Pre-K to 12 children and youth experiencing homelessness have stability in school.	School and district attendance records Program documents Parent interviews Teacher interviews Participant tracking	Provision of transportation Provision of support services (clothing, supplies, etc.) Leveraging of resources to obtain transportation and support services Effective identification and tracking systems Strong collaboration between local coordinator and school personnel Facilitating parental awareness and choice of the best school for their children Data exchange agreement and coordination of data collection with other agencies (Family Education Rights & Privacy Act—FERPA) Data coordination by district
2.1.	Attendance rates are at or above the relevant district average.		
2.2.	Students remain in the school of origin for the period of homelessness or, if permanently housed, for the remainder of the school year, unless parents or unaccompanied youth request transfer to another school.		

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Standards and Indicators		*Possible Data Sources*	*Related Best Practices*
Standard 3.	Children and youth experiencing homelessness receive specialized services when eligible.	Program records Individualized needs assessment Case manager's intake assessment	Accurate and timely identification of needs Effective and timely communication between local coordinator and specialized program staff Dissemination of information to parents about specialized services Adherence to procedures that expedite eligibility processes Effective identification and tracking systems Adherence to client confidentiality Data exchange agreements Coordination of data collection efforts Coordination of services with districts
3.1.	Preschool children experiencing homelessness participate in public preschool (Head Start, Even Start, State pre-K, Special Education, Gifted, ESL, and Title 1 pre-school program).		
3.2.	Children and youth experiencing homelessness receive Special Education and related services when eligible.		
3.3.	Children and youth experiencing homelessness receive appropriate services, based on assessment of individual needs, through some combination of resources, including, but not restricted to, Title I, McKinney, or other funds.		

Standards and Indicators		*Possible Data Sources*	*Related Best Practices*
Standard 4.	Parents or persons acting as parents of children and youth experiencing homelessness participate meaningfully in their children's education.	School records Teacher interviews Parent interviews Youth interviews McKinney-Vento program documents Parent training program documents	Parents informed of their McKinney-Vento rights in the language and level they understand Effective outreach to parents Provision of supports such as childcare and transportation so parents can attend school meetings and parent training programs High-quality parent training programs Effective outreach to unaccompanied youth
4.1.	Parents or persons acting as parents have face-to-face conferences with relevant teachers, guidance counselors, or social workers within 30 days of children's enrollment.		
4.2	Parents or persons acting as parents are provided with individual student reports informing them of their child's specific academic needs and achievement on academic assessments aligned with state academic achievement standards.		
4.3.	Parents or persons acting as parents monitor or facilitate homework assignments.		
4.4.	Parents or persons acting as parents share reading time with their children (i.e., parent reads to child or listens to child read).		
4.5.	Parents or persons acting as parents who want parenting skills training		

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	attend available programs.		
4.6.	Parents or persons acting as parents demonstrate awareness of McKinney-Vento rights.		
4.7.	Unaccompanied youth demonstrate awareness of McKinney-Vento rights.		

Standards and Indicators		*Possible Data Sources*	*Related Best Practices*
Standard 5.	Grade 3-12 children and youth who are experiencing homelessness meet their state's academic standards.	School and district records	Advocacy for focus on student achievement Strong relationship between local coordinator and school/shelter personnel Provision of educational supports, including access to technology Tracking of homeless youth Existence of written data-exchange agreements with schools and districts that ensure parental consent and client confidentiality Coordination of data collection at district level that does not stigmatize, label, or put at risk children and youth experiencing homelessness
5.1.	Performance on standards-based assessments in reading and math are in the proficient or above range or show a one-for-one gain.		
5.2.	Rates of promotion to next grade level are at district average or above.		
5.3.	Rates of high school graduation or equivalent are at district average or above.		

Appendix A

Definitions

Definitions

Data Constraint: Academic data will be collected only for students who have received ongoing tutoring, case management, or counseling services for at least 90 days.

Eligible: Meets the requirements set by targeted program

Enrolled: Attending classes and participating fully in class. Enrollment could be attempted by the parent, youth, shelter personnel, school personnel, or homeless liaison.

Face-to-Face: An individual conference between the parent and the child's teacher/counselor/social worker or other school-affiliated staff providing outreach services

Homelessness: As defined by McKinney-Vento Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725
The term "homeless children and youths"—
(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and
(B) includes

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory children (as such is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (1) through (3).

McKinney-Vento Rights:	Laws concerning homeless students' enrollment, transportation, and school of origin found in Title VII-B of the McKinney-Vento Homeless Assistance Act (No Child Left Behind Act of 2001)
Participate Meaningfully:	James P. Comer's article "Rallying the Whole Village: The Comer Process for Reforming Education" categorizes three levels of parent involvement, with Level III being the most intensive and Level I being the least intensive. For Standard 4, Level I parent participation/involvement defines "meaningfully." The criteria for this level are: "Parents support the school's program through attending parent-teacher conferences, reinforcing learning at home, and participating in the school's social programs."
Person Acting as Parent:	A person acting as a parent because of the absence of the legal parents. Shelter staff, case manager, school counselor, etc., may act as parents. Relevant state laws vary.
Public Pre-School:	Head Start, Even Start, State Pre-K, and Title I Preschool Programs
Relevant District Average Attendance Rate:	Mean or median established by the district and published by the district for the relevant grade and period in question
School of Origin:	The school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
Specialized Services:	Head Start, Even Start, State Pre-K, Special Education, Meals, Gifted, ESL, Title I, School wide Targeted non-Title I
Unaccompanied Youth:	A youth not in the physical custody of a parent or guardian

Appendix B

Standards and Indicators with McKinney-Vento Citations

Standards and Indicators of Quality for the Evaluation of Local Education Programs for Children and Youth Experiencing Homelessness

Standard 1. Within one full day of an attempt to enroll in a school, children and youth experiencing homelessness will be in attendance.

The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, or other documentation. [Sec. 722(g)(3)(C)(i)]*

Standard 2. Pre-k to 12 children and youth experiencing homelessness will have stability in school.

2.1. Attendance rates will be at or above the relevant district average.

2.2. Students will remain in the school of origin for the period of homelessness or, if permanently housed, for the remainder of the school year, unless parents or unaccompanied youth requested transfer to another school.

The local education agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest continue the child's or youth's education in the school of origin for the duration of homelessness in any case in which a family becomes homeless between academic or during an academic year; or for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year. [Sec.722(g)(3)(A)(i), 722(g)(3)(A)(i)(I) and (II)]

Standard 3. Children and youth experiencing homelessness will receive specialized services when eligible.

3.1. Preschool children experiencing homelessness will participate in public preschool (Head Start, Even Start, State pre-K, Special Education, meals Gifted, ESL, and Title I pre-school program).

3.2. Children and youth experiencing homelessness will receive Special Education and related services when eligible.

3.3. Children and youth experiencing homelessness will receive appropriate services, based on assessment of individual needs, through some combination of resources, including, but not restricted to Title I, McKinney, or other funds.

Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected ..., including the following: transportation services; educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency; programs in vocational and technical education; programs for gifted and talented students; school nutrition programs. [Sec. 722(g)(4)]

Standard 4. Parents or persons acting as parents of children and youth experiencing homelessness will participate meaningfully in their children's education.

4.1. Parents or persons acting as parents will have a face-to-face conference with the teacher, guidance counselor, or social worker within 30 days of enrollment.

4.2. Parents or persons acting as parents are provided with individual student reports informing them of their child's specific academic needs and achievement on academic assessments aligned with state academic achievement standards

4.3. Parents or persons acting as parents will report monitoring or facilitating homework assignments.

4.4. Parents or persons acting as parents share reading time with their children (i.e., parent reads to child or listens to child read).

4.5. Parents who want parent skills training will attend available programs.

4.6. Parents or guardians will demonstrate awareness of McKinney rights.

4.7. Unaccompanied youth demonstrate awareness of McKinney-Vento rights.

Each local educational agency liaison for homeless children and youths ... shall ensure that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. [Sec. 722(g)(6)(A)(iv)]

(Regarding 4.2: Title I, Part A---[A state assessment system shall] produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allows parents, teachers, and principals to understand and address the specific academic needs of students, and include information regarding achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand. [Sec. 1111(b)(3)(C)(xii)]

Standard 5. Children and youth in grades 3-12 who are experiencing homelessness will meet their states' academic standards.

5.1. Performance on standards-based assessments in reading and math will be within or above the proficient range or will show a one-for-one gain.

5.2. Rates of promotion to the next grade level will be at or above the district average.

5.3. Rates of high school graduation or equivalent will be at or above the district average.

Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. [Sec. 721(4)]

*2001 McKinney-Vento Homeless Assistance Act, Title X of the *No Child Left Behind Act*

Appendix C

Sample Data Collection Procedures and Instruments

Standard 1: *Within one full day of an attempt to enroll in a school, children and youth experiencing homelessness are in attendance.*

Project Information

Project year: _____

Site name: _____

Identification number: _____

Participant Information

Identification number: _____

Unaccompanied Youth: Yes No

Birthday (MM/DD/YY): _____

Current grade level:
___Below Pre-K
___Pre-K
___K-5
___6-8
___9-12

Gender:
___Female
___Male

Ethnicity:
___African-American
___Native American
___Native Alaskan
___Asian
___Hispanic
___Pacific Islander
___White
___Other

Living situation:
___Shelter
___Hotel
___Doubled up
___Camping/Car
___Transitional Housing

___Substandard Housing
___Other

School Information

Participant's home district: _____

Date of 1st enrollment attempt (MM/DD/YY): _____

Date of participant's enrollment (MM/DD/YY): _____

Number of attempts: _____

Number of days between first enrollment attempt and actual enrollment: _____

Number of days between withdrawal from last school and current enrollment: _____

If student was not enrolled in one day, please give reason: _____

_____

Standard 2: *Pre-K to grade 12 children and youth experiencing homelessness have stability in school.*

Participant Information

Identification number: _____

Type of service:
___McKinney-Vento
___Non-McKinney-Vento

Birthday (MM/DD/YY): _____

Current grade level:
___Below Pre-K
___Pre-K
___K-5
___6-8
___9-12

Gender:
___Female
___Male

Ethnicity:
___African-American
___Native American
___Native Alaskan
___Asian
___Hispanic
___Pacific Islander
___White
___Other

Living situation:
___Shelter
___Hotel, motel
___Doubled up
___Camping/Car
___Transitional Housing
___Substandard Housing
___Other

School Information

Number of days enrolled in district: _____

Number of days absent: _____

Number of days present: _____

Participant's attendance rate
(Number of days present /
Number of days in school year): _____

District attendance rate: _____

Is the participant's attendance rate equal to or greater than the district rate? _____

Did the participant experience barriers to attendance? _____

If so, what barriers existed?

___Financial barriers
___Health care
___Lack of space at school
___Material supports
___Transportation
___Other

How many schools did the participant attend last year? _____

Was the student allowed to stay in the school of origin, if determined to be in his/her best interest and was feasible? _____

Did the participant change schools because the parents/guardians/ unaccompanied youth requested the change? _____

Did the participant change schools because he/she was denied continued enrollment? _____

Was consideration given to requests from parents/guardians/unaccompanied youth for school selection?

_____

If a participant moved from one district to another, were copies of records immediately given to parents/ guardians/unaccompanied youth in a timely fashion?

_____

If a participant moved from one district to another, did the LEA transfer the participant's records even if the participant owed a fine or had other unpaid bills?

_____

Standard 3:

Children and youth experiencing homelessness receive specialized services when eligible.

Participant Information

In which specialized programs was the participant enrolled upon entry into the McKinney-Vento Program?

___Alternative Education
___Before/After-School/Summer Programs
___Bilingual Ed. As Secondary Language (ESL)
___Counseling
___Evaluation Services
___Fine Arts: Music, Art
___Free/Reduced Lunch
___Gifted/Talented
___Health
___Nutrition Programs
___Parenting Classes
___Physical Education
___Preschool Programs
___Special Education
___Teen Parenting
___Transportation
___Vocational Education
___Work-Study
___Other

Did services from these programs continue without interruption? _____

Date of comprehensive needs assessment conducted by school or case manager, if needed: _____

If needs for additional specialized services were identified, what were they? _____

Date of referral for additional specialized services: _____

Enrollment into additional specialized programs? _____

If not enrolled, give reason: _____

Standard 4

Parents or persons acting as parents of children and youth experiencing homelessness will participate meaningfully in their children's education.

Sample Data Questions from Houston Independent School District

Following are items that could be discussed with parents or rated by parents. A typical rating scale uses the following: strongly agree, agree, disagree, strongly disagree.

1. I feel welcome at my child's school.

2. My child gets along with other children at school.

3. My child gets a quality education at school.

4. I like the teachers at my child's school.

5. I am satisfied with my child's academic achievements.

6. The school provides an adequate number of opportunities for me to be involved in my child's education.

7. Classroom activities encourage my child to be a proud student.

8. I am made aware of homework assignments given to my child.

9. I make sure that my child completes assigned homework.

10. The teachers are well trained to work with my child.

11. My child has the instructional materials and resources needed to be successful in school.

12. My child's teachers exhibit a positive attitude toward students who are experiencing homelessness.

13. Specialized services such as tutoring, homework assistance, and counseling help my child perform better in school.

Notes: The benefits of this type of data collection method are: it can be anonymous; it provides useful feedback; and the data are relatively easy to collect using pre-printed forms that are distributed to the parents/guardians.

Standard 5

Children and youth in grades 3-12 who are experiencing homelessness will meet their states' academic standards.

Texas Data Collection for McKinney Homeless Education Programs

INSTRUCTIONS

Data Collection Form for
McKinney-Vento Homeless Education Program
2002-2003 School Year

_____
Project District Name

_____
McKinney-Vento Project Contact

Student's First Name	MI	Last Name	Student's Only Dist. #	School

Required For Every Student Receiving Any McKinney-Vento Services:

NOTE: QUESTION 1 OR 2 MUST BE COMPLETED.

1. (REQUIRED) Student ID—SS# or State Number: _____
   OR
2. (REQUIRED IF #1 NOT AVAILABLE) Student ID—Dist/ESC Number: _____
3. Student's birth date (MM/DD/YYYY): _____
4. Date of first participation in this McKinney-Vento program (MM/DD/YYYY): _____
5. Exit date from McKinney-Vento program (MM/DD/YYYY): _____
6. Current grade level:

❑ Under PK	❑ 1	❑ 4	❑ 7	❑ 10
❑ PK	❑ 2	❑ 5	❑ 8	❑ 11
❑ K	❑ 3	❑ 6	❑ 9	❑ 12

7. Birth place: ❑ Texas ❑ Other U.S. ❑ Out of U.S.
8. Type of service received (check all that apply):

❑ Assistance in enrolling in Bilingual/ESL	❑ Immunization
❑ Assistance in enrolling in Even Start	❑ Medical/dental referral
❑ Assistance in enrolling in Head Start	❑ Nutrition assistance
❑ Assistance in enrolling in Special Education	❑ Payment of fees
❑ Assistance in enrolling in Title I	❑ Referral to support services
❑ Birth certificate	❑ School records
❑ Break (holiday) service/referral to breakfast	❑ School supplies
❑ Emergency clothing/shoes/school uniform	❑ Social work/referral to social work svcs
❑ Emergency food	❑ Summer services/referral to summer svcs
❑ Emergency shelter – temporary	❑ TB skin test
❑ Enrollment assistance-school	❑ Transportation (paid by McKinney-Vento)
❑ Housing referral	❑ Transportation referral (non-McKinney) Vento

9. Other services received not listed: _____

Required For Students Receiving Academic McKinney-Vento Services:

NOTE: This includes academic services paid for in full or in part with McKinney-Vento funds, as well as academic services provided through partnerships and collaborations with the McKinney-Vento program.

10. Present participation in special programs (check all that apply):

❑ Title I (including schoolwide)	❑ Pre-Kindergarten	❑ Migrant	❑ None
❑ Special Education	❑ Head Start	❑ Parenting/PEP	❑ Don't Know
❑ Career and Technology	❑ State Compensatory	❑ Bilingual/ESL	
❑ Even Start	❑ Gifted/Talented	❑ Other	

11. This McKinney-Vento program will refer this student to the following programs (check all that apply):

❑ Title I (including schoolwide)	❑ Pre-Kindergarten	❑ Migrant	❑ None
❑ Special Education	❑ Head Start	❑ Parenting/PEP	❑ Don't Know
❑ Career and Technology	❑ State Compensatory	❑ Bilingual/ESL	
❑ Even Start	❑ Gifted/Talented	❑ Other	

12. Academic services received through this McKinney-Vento program (check all that apply):

❑ After-school tutoring @ school	❑ Holiday program	❑ Inter-session or summer program
❑ After-school tutoring @ shelter	❑ In-class assistance	❑ Other
❑ After-school tutoring @ another site	❑ Educational Field Trips	❑ None

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Required For Students Receiving Academic McKinney-Vento Services (Continued):

13. Lapse in School Attendance (time between last school attended and present enrollment):
- ☐ 0 days of school
- ☐ 1-3 days of school
- ☐ 4-14 days of school
- ☐ 15-30 days of school
- ☐ +31 days of school
- ☐ Don't Know

14. Is the student expecting or the biological parent of a child? ☐ Yes ☐ No ☐ Don't Know

15. IF STUDENT IS EXPECTING OR A PARENT, THEN ASK: How many children does the student have?
☐ 0-expecting ☐ 1 ☐ 2 ☐ Ver more ☐ Don't Know ☐ N/A

16. IF STUDENT IS A PARENT, THEN ASK: Do any of the student's children live with the student?
☐ Yes ☐ No ☐ Don't Know ☐ N/A

17. Present family situation:
- ☐ with 1 parent
- ☐ with 2 parents
- ☐ with 1 parent & other adult
- ☐ with relative(s)
- ☐ with spouse
- ☐ with other adult(s)
- ☐ alone, in a supervised facility
- ☐ alone, minor with no adult supervision
- ☐ alone, student is an adult
- ☐ with peer(s)
- ☐ Don't Know

18. If student is living with an adult that is not a parent(s), is adult caregiver a legal guardian?
☐ Yes ☐ No ☐ Don't Know ☐ N/A

19. If student is living with one, or more, adult caregiver(s) (parents, relatives, or others) or spouse, is at least one adult caregiver employed? ☐ Yes ☐ No ☐ Don't Know ☐ N/A

20. Present Living Situation:
- ☐ Shelter (Domestic Violence, Family, Runaway/Youth)
- ☐ Doubled Up
- ☐ Motel
- ☐ Car/Camping
- ☐ Transitional Housing
- ☐ Colonia/Substandard Housing
- ☐ Student at-risk, not homeless
- ☐ Other
- ☐ Don't Know

21. Total number of school days student was enrolled after first contact with this McKinney-Vento program: _____

22. Total number of school days student attended school after first contact with this McKinney-Vento program: _____

Optional For All Students:

23. Gender: ☐ Female ☐ Male

24. Ethnicity:
- ☐ Asian/Pacific Islander
- ☐ White (not Hispanic origin)
- ☐ Black (not Hispanic origin)
- ☐ American Indian/Alaskan Native
- ☐ Hispanic
- ☐ Other

25. Primary language spoken at home: ☐ English ☐ Spanish ☐ Other

Optional Items For Students In The Program At Least Three Months:

26. In mathematics…

Upon enrollment in the McKinney-Vento program, the student was performing:
- ☐ above grade level
- ☐ at grade level
- ☐ less than one year below grade level
- ☐ one year or more below grade level

Upon exit from the McKinney-Vento program, the student was performing:
- ☐ above grade level
- ☐ at grade level
- ☐ less than one year below grade level
- ☐ one year or more below grade level

27. In reading…

Upon enrollment in the McKinney-Vento program, the student was performing:
- ☐ above grade level
- ☐ at grade level
- ☐ less than one year below grade level
- ☐ one year or more below grade level

Upon exit from the McKinney-Vento program, the student was performing:
- ☐ above grade level
- ☐ at grade level
- ☐ less than one year below grade level
- ☐ one year or more below grade level

28. If promotional (or graduation) decisions were made while the student was in the McKinney-Vento program, was the student promoted to the next grade (or did the student graduate)?
☐ Yes ☐ No ☐ Don't Know

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